

CONTENTS

Number 1, 1999

Individual Ways of Interacting with the Learning Environment — Are They Related to Study Success? S. LINDBLOM-YLÄNNE and K. LONKA	1
Constructing Activity: Participation by Adults and Children J. IRESON and J. BLAY	19
No Correlation between Inferencing Causal Relations and Text Comprehension? J. BEISHUIZEN, J. LE GRAND and J. VAN DER SCHALK	37
Mapping Situations In Classroom and Research: Eight Types of Instructional-Learning Episodes M. ELSHOUT-MOHR, B. VAN HOUT-WOLTERS and H. BROEKKAMP	57
The Additive Effect of Regulatory Activities on Top of Intelligence in Relation to Academic Performance in Higher Education A. MINNAERT and P.J. JANSEN	77

Number 2, 1999

Special Issue Effective Strategies for the Teaching and Learning of Writing

Effective Strategies for the Teaching and Learning of Writing D. GALBRAITH and G. RIJLAARSDAM	93
Learning to Write by Observation of Writing and Reading Processes: Effects on Learning and TRANSFER M. COUZIJN	109
Improving the Ability to Detect Comprehension Problems: from Revising to Writing L. LUMBELLI, G. PAOLETTI and T. FRAUSIN	143
The Effects of Different Tasks on Children's Process and Product Variables in Writing N. SØVIK and A. FLEM	167
Effective Means for Learning to Manage Cognitive Load in Second Grade School Writing: A Case Study M. SAADA-ROBERT	189
Instructional Strategies for Teaching to Write: A Q-Sort Analysis P. BOSCOLO and L. CISOTTO	209
Commentary: Strategies for Effective Research on the Teaching and Learning of Writing M. M. GUBERN	221

Commentary: Teaching and Learning to Write: Cognitive and Social Processes at Work	227
E. ESPÉRET	

Number 3, 1999

Complexities of Graphical Representations During Ecology Lectures: An Analysis Rooted in Semiotics and Hermeneutic Phenomenology	235
W.-M. ROTH and G. MICHAEL BOWEN	

Congruence and Friction Between Learning and Teaching	257
J. D. VERMUNT and N. VERLOOP	

Study Strategies in a Computer Assisted Study Environment	281
J. J. BEISHUIZEN and E. T. STOUTJESDIJK	

Number 4, 1999

Special Issue
Learning with Interactive Graphical Representations

Introduction	303
M. DOBSON	

Interactive Law Encoding Diagrams for Learning and Instruction	309
P. C.-H. CHENG	

Balancing Situativity and Formality: The Importance of Relating a Formal Language to Interactive Graphics in Logic Instruction	327
J. VAN DER PAL and T. EYSINK	

Representation Construction, Externalised Cognition and Individual Differences	343
R. COX	

Information Enforcement and Learning with Interactive Graphical Systems	365
M. DOBSON	

The Cognitive Consequences of Modality Assignment for Educational Communication: The Picture in Logic Teaching	391
K. STENNING	

Commentary: The Role of External Representations in Distributed Problem Solving	411
P. REIMANN	

Commentary: What is Different about Interactive Graphical Representations?	419
Y. ROGERS	

Number 5, 1999

The Effects of Integrated Social and Cognitive Strategy Instruction on the Mathematics Achievement in Secondary Education	427
D. HOEK, P. VAN DEN EEDEN and J. TERWEL	

The Situated Dynamics of Peer Group Interaction: An Introduction to an Analytic Framework	449
K. KUMPULAINEN and M. MUTANEN	

Learning Styles in Secondary Vocational Education: Disciplinary Differences	475
A. SLAATS, H. G. L. C. LODEWIJKS and J. M. M. VAN DER SANDEN	

Number 6, 1999

From Social Interaction to Individual Reasoning: An Empirical Investigation of a Possible Socio-Cultural Model of Cognitive Development R. WEGERIF, N. MERCER and L. DAWES	493
Enhancing Learning and Problem Solving Skills: Orienting and Self-Judging, Two Powerful and Trainable Learning Tools C. MASUI and E. DE CORTE	517
Managing the Written Text: The Beginning of Punctuation in Children's Writing E. FERREIRO and C. PONTECORVO	543
Contents Index for Volume 8 (1998)	III
Subject Index for Volume 8 (1998)	VI